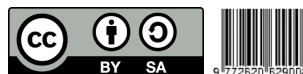


Performance of Headmaster in Realizing School Climate and Entrepreneurship

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Abstract

The development of an education system that is built in a decentralized manner has fostered a highly competitive process. One of these developments is built on the basis of determining the principal's performance system in the entrepreneurial sphere. The focus of the Principal's Performance in Creating a School Climate and an Entrepreneurial Spirit in this study is aimed at finding an overview of the Principal's Performance in Realizing a School Climate and an Entrepreneurial Spirit. Qualitative methods are presented through the process of documentation, interviews and observations. The description describes the related scope: 1) How to plan; 2) How is the implementation; 3) How to Evaluate; 4) How about the problem; 5) How the Principal's Performance Efforts in Creating a School Climate and an Entrepreneurial Spirit. The results of research, innovation and creativity in this case are the principal's ability to create something new which is very valuable and useful for the principal himself and teachers, students and school stakeholders and is always active or creative empowered, creative, initiative and unpretentious to try in order improve the quality of schools in the activities / programs set by the school.

Keywords: *Principal Performance, School Climate, Entrepreneurial Spirit.*

INTRODUCTION

The principal is a leader who is given the responsibility and mandate to mobilize and manage the resources owned and achieve school goals. Principals who succeed when they understand the existence of the school as a complex and unique institution, and are able to carry out the role of the principal as someone who is given the mandate to lead and be responsible for the school (Wahjosumidjo, 2010). Due to the complex and unique nature of the school, it requires a high level of coordination, so the success of the school is the success of the principal. In addition, the principal in carrying out his duties must also be based on policies made by the government.

The basis for Government Regulation Number 19 of 2005 concerning National Education Standards Article 49 paragraph 1 states that: "The management of education units at the primary and secondary education levels implements school-based management which is shown by partnership, participation, openness, and accountability.", And Regulation of the Minister of Education National Number 13 of 2007 concerning Principal Standards for Schools / Madrasahs, a principal must have at least five competency dimensions, namely: (1) personality competence, (2) managerial competence, (3) entrepreneurial competence, (4) supervisory competence, and (5) Social competence.

According to Mulyasa, entrepreneurship refers to the nature, character, and characteristics inherent in every individual who has a strong will to create and develop creative and innovative ideas in every productive activity. Therefore, an entrepreneurial attitude and spirit can be possessed by the principal by being shown to always get used to thinking creatively, acting innovatively and never giving up which is the basis, strategy, and strength to take advantage of and take every opportunity to achieve the school goals that have been set (Mulyasa, 2011).

The main duties and functions of the school principal as educators include (1) guiding teachers in terms of developing and implementing teaching programs, evaluating learning outcomes and implementing teaching and remedial programs. (2) Guiding employees in preparing work programs and carrying out daily tasks. (3) Guiding students in extra-curricular activities, student council and participating in competitions outside of school. (4) Developing staff through education / training, through meetings, seminars and discussions, providing reading material, paying attention to promotions, proposing promotions through the selection of prospective school principals. (5) Keeping track of science and technology developments through education / training, meetings, seminars, discussions and materials.

The main duties and functions of the principal as a manager are (1) managing the administration of learning activities and counseling by having complete administrative data for teaching and learning activities and administrative completeness of counseling guidance. (2) Manage student administration by having complete student administration data and extra-curricular activities. (3) Managing workforce administration by having administrative data for teachers and administration. (4) Manage routine financial administration, BOS, and Committees. (5) Managing the administration of facilities / infrastructure, including building / space administration, water furniture, laboratory equipment, libraries.

The main duties and functions of the School Principal as an Administrative Manager are (1) Formulating work programs, both short, medium and long term. (2) Arranging workforce organizations in schools, including the Deputy Principal, Assistant Principal, homeroom teacher, Head of Subdivision of Administration, Treasurer, and Supporting Personnel, for example library supervisors, scouts, student council, sports. Temporary activity personnel, such as the Examination Committee, commemoration of national or religious holidays and so on. (3) Mobilizing staff / teachers / employees by providing directions and coordinating the implementation of duties. (4) Optimizing human resources optimally, optimally utilizing facilities / infrastructure and maintaining school-owned infrastructure.

The main duties and functions of the principal as a supervisor are (1) compiling a class supervision program, monitoring and evaluating learning. (2) Implementing supervision programs and (3) Utilizing the results of supervision to improve teacher / employee performance and for school development.

The main duties and functions of the Principal as a Leader are (1) Have a strong personality, are honest, confident, responsible, have the courage to take risks and have a big spirit. (2) Understand the conditions of teachers, employees and students. (3) Have a vision and understand the mission of the school that is being carried out. (4) Able to make decisions both internally and externally. (5) Able to communicate both verbally and in writing.

The main duties and functions of the principal as an innovator are (1) Able to seek, discover and adopt new ideas from other parties. (2) Able to carry out reforms in the teaching and learning activities and counseling, procurement and guidance of teachers and employees, extra-curricular activities and able to make reforms in exploring human resources in the Committee and the community. The main duties and functions of the principal as a motivator include: (1) Able to regulate the work environment. (2) Able to regulate the implementation of an adequate work atmosphere.

(3) Able to apply the principle of giving rewards and punishments in accordance with the applicable regulations.

In line with this, it was also stated that one of the requirements for a good leader is to be able to understand and place himself, subordinates, and the organization as a well-managed and sustainable unit so as to create a pleasant and friendly working atmosphere and climate.

The principal must adapt quickly and be able to build a harmonious atmosphere and be able to synergize with subordinates as a whole in the educational institution he leads. By building a conducive school climate that will greatly assist the principal in coordinating subordinates into work teams that can carry out their duties and functions effectively which in turn also leads to the goal of improving the quality of educational institutions. In its deep connection, the scope of the sections described above is the knot of skills based on a fundamental understanding of the principal's entrepreneurial competence.

The problem limitation and formulation are built based on the process of strengthening the performance of the principal, which in this case includes training and workshops which he develops in an effort to build an entrepreneurial climate in his environment. The purpose was built to obtain an empirical picture of strengthening the performance of school principals, especially entrepreneurial competence to create a school climate that is conducive and an entrepreneurial spirit in SMP Negeri 1 and SMP Negeri 7 Kota Medan and is useful as a source of input for the assessment and analysis of strategies. principals in realizing a school climate that is conducive and an entrepreneurial spirit, especially in the field of education management disciplines. focus on developing processes related to: 1) How to Planning; 2) How is the implementation; 3) How to Evaluate; 4) How about the problem; 5) How the Principal's Performance Efforts to Achieve a School Climate and an Entrepreneurial Spirit.

METHOD

Qualitative research does not yet have a standardized or systematic format that can be used as a benchmark in research. This is because qualitative research is related to one of the characteristics of qualitative research itself, which is flexibility. So that with its flexibility the path of research varies according to existing conditions.

The approach used in this research is a qualitative research approach. The researcher hopes that by using a qualitative approach, the researcher is able to extract various information that is not visible to the eye. Using this method, researchers can analyze the performance of school principals in Junior High Schools (SMP).

The method used in this study is a qualitative description. Qualitative research (Qualitative research) is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups. Several descriptions are used to discover principles and explanations that lead to inferences. Qualitative research is inductive in nature: the researcher allows problems to arise from the data or is left open to interpretation. The data are compiled with careful observation, including descriptions in a detailed context accompanied by notes from in-depth interviews, as well as the results of analysis of documents and notes (Sukmadinata, 2010, p.60).

Qualitative methods are essentially observing people in their environment, interacting with them, trying to understand language and interpretations of the world around them (Nasution, 2010).

Data collection techniques that researchers use are: (1) observation, (2) interviews, (3) document study. Observation, which is a technique that is carried out by making direct observations to take notes and direct observations to the research location under study. Interviews, namely conducting

in-depth questions and answers (interviewing all respondents to obtain actual information related to the problems raised in this research. Document study techniques need to be implemented considering that there is a lot of data needed in this study. These data are not only collected by observation and interview techniques, but also using documentation techniques.

The process of analyzing data obtained in the field is carried out in the following steps:

1. Examining all the data that has been collected, the study is carried out by analyzing, synthesizing, interpreting, explaining, and concluding. In principle, the research activity is carried out from the beginning of the data collection.
2. Reducing data which involves categorizing and classifying activities.
3. Conclude and verify, from the reduction activities then the final conclusion is carried out and then followed by verification or testing activities on the research findings.

RESULT AND DISCUSSION

Literature Review

The philosophical basis of understanding puts forward the principles of progressivism and reconstructionism. Progressivism is a theory that appears in reaction to traditional education which always emphasizes the formal methods of teaching. Basically, this theory emphasizes several principles, among others; 1) The educational process begins and ends with students; 2) Learners are something that is active, not passive; 3) The teacher's role is only as a facilitator, mentor, and guide; 4) Schools must create a climate that is cooperative and democratic; 5) Learning activities focus more on problem solving, not on teaching study material.

According to the progressivism view, the educational process has two arable fields, namely psychological and sociological. From a psychological point of view, educators must be able to know the potential and existing power of students to be developed. By knowing this, educators can choose the right method and what foundation will be used. If you pay attention to the role of progressivism views in some developed countries, the psychology that is widely used is behaviorism and pragmatism. This is in line with the theory that the flow of progressivism is also called instrumentalism, experimental, or environmentalism which is closely related to tools, experiences, the environment, and the progress and benefits of an activity undertaken, including educational activities. Viewed from a sociological perspective, educators must know where the potential and power must be guided so that the potential that students have can be transformed into something useful for the child (Abidin, 2016. p.31).

The theory that is built is shown on the basis of the principal's own understanding which is rooted in the principle where the word Kepala can mean the chairman or leader in an organization or an institution. While the school is an institution where it is a place to receive and give lessons (Wahjosumidjo, 2010). An understanding affirmation was put forward with the authority of the principal who said: "As a leader to achieve school goals is to regulate and manage three main things, namely personnel, facilities and funds. As a manager, the principal must be able and have adequate management capabilities to carry out his duties. This ability is very supportive when managing personnel or human resources owned by the school." (Saroni, 2006).

Observing this matter, the principal theory of the school is: "A figure who is given trust and authority by many people (subordinates) to bring the school towards the goals it wants to achieve. The trust given by these subordinates is based on several aspects possessed by the principal and is expected to be the capital to lead to mutual success" (Saroni, 2006). In relation to the main duties of an elementary school principal, the duties of an elementary school principal can be identified (Bustan et al, 2013), including: 1) Leading and fostering an elementary school or Islamic elementary school in accordance with applicable regulations in improving the quality of school performance; 2)

Fostering cooperation with parents, communities and related parties; 3) Dividing out the duties of the Principal or Madrasah to teachers and Administrative Staff (TU), according to the demands of the curriculum; 4) Carry out guidance, coaching, motivation, and protection for teachers and administrative staff in implementing learning and creating a working atmosphere that is conducive to achieving school goals. 5) Encouraging the efficient use of facilities and infrastructure for Elementary Schools or Madrasah Ibtidaiyah; 6) Planning and implementing new student admissions and arranging student extracurricular activities.

The duties and functions of the principal as an educational leader are as educators, managers, administrators, supervisors, leaders, innovators, and motivators (Mulyana, 2003). Where the principal as an educator, the principal is in charge of guiding teachers, education staff, students, following developments in science and technology, and setting good role models. Therefore, efforts that can be made by the principal in improving his performance as an educator, especially in improving the performance of education personnel and learning achievement of students are including teachers in further education by encouraging teachers to start creative and achieving.

The principal as a manager, has functions: planning, coordinating activities, supervising, evaluating activities, holding meetings, making decisions, managing the learning process, managing administration, and managing administration, students, personnel, facilities and infrastructure, finance (Sabirin, 2012). Sunarto explains that school principals as managers are required to have readiness to manage the school, the ability and willingness to emerge when school leaders can open themselves widely to absorb sources that can encourage managerial change. To carry out their roles and functions as managers, heads schools must have the right strategy for: a) empowering education personnel through cooperation; b) provide opportunities for education personnel to improve their professions; and c) encouraging the involvement of all education personnel who support school programs. Because when referring to the viewpoint of modern management, cooperation is a very basic thing in an organization (Sunarto, 2011).

The principal as an administrator, the principal is responsible for the smooth running of all administrative work and activities in his school. Sunarto (2011) explains that the principal as a category of educational administration needs to complement the insight into educational leadership with knowledge and attitudes that are anticipatory to changes that occur in people's lives, including educational policies. As an administrator, the principal must have the ability to improve and develop all facilities. school. Specifically, school principals are also required to manage the curriculum, manage the administration of facilities and infrastructure, manage archival administration, and manage financial administration.

The principal as a supervisor, supervision is an activity of observing, identifying which things are correct, which are not true, and which are not true, with the intention of being right with the aim of providing guidance (Arikunto, 2004) & (Barinto, 2012) A.R., Manarus, & Sidik (1996) there is a significant positive relationship between principal supervision and teacher job satisfaction (Fanani et al., 2014).

The principal as the leader, the leadership of the principal is one of the factors that can encourage the school to realize the vision, mission, goals and objectives of the school through programs that are implemented in a planned and gradual manner. Therefore, leadership is an activity to influence other people to be willing to work to achieve predetermined goals. For this purpose, the principal must be able to influence and mobilize school resources in relation to planning and evaluation of school programs, curriculum development, learning, workforce management, learning facilities and resources, finance, student services, school relations with the community, creation of a school climate, etc.

The principal as an innovator, in order to carry out his role and function as an innovator, the principal

must have the right strategy to forge a harmonious relationship with the environment, look for new ideas, integrate every activity, provide an example to all education personnel in the school and develop learning models that are innovative. Ancok (2012) explains that innovation is a change from something, both incremental and radical. The role of the principal as an innovator will be reflected in the ways he does his work constructively, creatively, delegatively, integratively, rationally and objectively. exemplary, disciplined, and adaptable and flexible.

The principal as a motivator, the principal must have the right strategy to motivate education personnel in carrying out various tasks and functions. Because the principal believes that the ability to build good motivation will build and increase work effectiveness and efficiency (Sabirin, 2012), so that his subordinates are able to be creative in order to realize good quality education as well. The ability of school principals to build motivation is one of the keys to improving the quality of education because it is coordinated with teacher performance. The results of the research by Septiana et al. concluded that principal leadership and work motivation together have a significant effect on teacher performance (Septiana et al., 2013).

As an educational leader in his school, a school principal organizes the school and the personnel working in it into an efficient, democratic and institutional cooperation situation that depends on the expertise of the workers. Under his leadership, educational programs for students must be planned, organized and organized.

Research Result

This study aims to describe the entrepreneurial competencies of the principals of SMP Negeri 1 and SMP Negeri 7 Medan. Based on the descriptive analysis it is known that the entrepreneurial competence of the principal in terms of innovative and creative is in the very good category (60%), the entrepreneurial competence of the principal in terms of working hard is in the good category (60%), the entrepreneurial competence of the principal in terms of motivation in the very good category (80%), the principal's entrepreneurial competence in terms of never giving up is in the very good category (60%).

The principal is a person who is very influential on the progress of the school. The principal in carrying out his duties and functions as a leader requires several competencies that are in accordance with the competency standards of the principal. According to Permendiknas Article 13 of 2007, one of the standards for competency principals that must be possessed is the entrepreneurial competence of school principals. Principal's entrepreneurial competencies which include: innovation and creativity, hard work, strong motivation, never give up and entrepreneurial instincts that must be possessed by school principals.

Innovation and creativity in this case is the principal's ability to create something new which is very valuable and useful for the principal himself and teachers, students and school stakeholders and is always active or creative, is creative, has initiative and is modest in trying to improve the quality of the school. in the activities / programs established by the school. The principal who has a hard working spirit is always dissatisfied with what he has achieved from time to time, day after day, week after week is always looking for opportunities to improve the quality of education of the school and its subordinates. The need for achievement requires an unyielding attitude, including character-oriented management of products and services, learning facilities for students, perseverance and fortitude, determination and hard work, great motivation, energetic and initiative, the ability to take risks means like challenges.

The principal must also have a strong motivation to build school self-esteem, not procrastinate on work and always face the obstacles faced by the school with a calm attitude to find solutions. As well as acting as a leader, to have an entrepreneurial instinct the principal can get along with teachers, students and stakeholders to respond to suggestions and criticism, be innovative, flexible, have many

sources, are versatile and know a lot of developments in science and technology, social and cultural schools and school principals. have foresight and a forward-looking school perspective.

The principal is required to have this competence in performing tasks because it is beneficial for the principal in developing the school, achieving school success, carrying out main tasks and functions as a leader, facing school constraints, and managing school activities as a source of student learning. The competence of the principal includes various aspects of the attitude of a leader in carrying out the duties and roles of the principal as an educator and manager of education. With these competencies the principal can carry out activities in the school environment in accordance with the school goals set by the government, so that the quality of school education has increased, not set back.

1. Planning in realizing a conducive school climate and an entrepreneurial spirit in SMP Negeri 1 and SMP Negeri 7 Medan City.

As the findings of the research, it can be briefly stated that in the development of entrepreneurship in SMP Negeri 1 and SMP Negeri 7 Kota Medan, there is something very urgent, namely motivation. Therefore, it is very appropriate that there is motivation given by the principal to do something because without motivation it will become empty, without meaning like a robot. This is in accordance with the principal's work function, namely: "The principal functions to assist in improving the quality of service by providing considerations, direction, support for personnel, funds, facilities and infrastructure needed, as well as participating in evaluating the implementation of the education concerned".

To provide motivation is part of the principal's work function, namely providing directions which in other languages can be called motivation. Furthermore, in planning for the principal to raise the idea of entrepreneurship development, it is a demand as the principal in accordance with the National Education Regulation Number 13 of 2007 concerning Standards for Principals of Schools / Madrasahs that the principal is determined through 5 dimensions of the competence of the principal, namely: Personality competence, (2) managerial competence dimension, (3) entrepreneurial competency dimension, (4) supervisory competency dimension, and (5) social competence dimension.

Specifically regarding the dimensions of entrepreneurial competencies, there are five competencies, namely: (1) Creating innovations that are useful for the development of schools / madrasahs; (2) Work hard to achieve the success of schools / madrasahs as effective learning organizations; (3) Has a strong motivation to succeed in carrying out its main duties and functions as a school / madrasah leader; (4) Never give up and always look for the best solutions in facing the obstacles faced by schools / madrasahs; (5) Having entrepreneurial instincts in managing school / madrasah production / service activities as a learning resource for students.

Entrepreneurship is creating opportunities as stated by Suhardi (2011: 11) that being an entrepreneur means being able to find opportunities to collect resources and act to gain profits. But unfortunately there are very few types like this in Indonesia. After the formulation of entrepreneurship development is agreed upon, all of them are committed to implementing it as well as possible. If the decision is unanimous then it is done tawakkal. In other words, it is a character as a human being in entrepreneurship.

2. The role of principals of SMP Negeri 1 and SMP Negeri 7 Kota Medan in the Implementation of Entrepreneurship Development.

In following up on the planning, the school principal took an active role, so that he was involved in the middle of the field. In his journey the principal always creates interactive communication,

provides enthusiasm and motivation to work hard and work well together to achieve success. The findings above, are in accordance with Susilo's opinion that entrepreneurial ability will continue to roll and will get bigger if it has factors, namely: (a) Having a strong memory, (b) Ability to analyze, rationality, and objectivity, (c) Integrative capability, (d) Clever, (e) Pragmatism, (f) Accuracy and sense of relevance, (g) Sense of urgency, (h) Adaptability and flexibility, (i) Having courage, (j) Simplicity, (k) Ability to communicate and work together, (l) Assertiveness and not hesitate, (m) Sense of efficiency and effectivity, and (n) Satria.

Therefore, in relation to the above, the principal in implementation has integrated, pragmatic, flexible capabilities, the ability to communicate and cooperate in order to achieve success.

Besides that, it is also in accordance with MBS's breath as stated in Government Regulation no. 19 of 2005 concerning National Education Standards article 49 paragraph (1) states that "the management of education units at the primary and secondary education levels implements school-based management which is shown by independence, partnership, participation, openness and accountability". The MBS manifestation is mentioned in article 54 paragraph (1) which emphasizes that "the management of an education unit is carried out independently, efficiently, effectively and accountably".

In particular, Fullan argues that the principal bears the greatest responsibility in an effort to realize innovation, or the development of an independent school. This role can be played effectively if the principal is able to inspire and spearhead changes in the culture and structure of the school". The statement made by Pak Ali is very appropriate that the principal has the responsibility for planning, implementation and evaluation. This includes entrepreneurship development, thereby finding several important things as an integral part of entrepreneurship, namely: (1) Improving the quality of human resources and (2) Increasing self-selling value (Saroni, 2012: 91). Therefore, there are several keys to building entrepreneurship among school members, namely: (1) arousing entrepreneurial courage, (2) instilling dreams of the future, (3) providing opportunities to create and innovate, (4) implementation of expertise students, and (5) get them used to keep trying (Saroni, 2006. p.94-103).

Indeed, it is not easy to build entrepreneurship, especially when it is related to entrepreneurship development in schools or to promote schools. This requires a spirit of innovation, enthusiasm for work, strong cohesiveness, mutual help, reminding each other, having foresight and always trying to make changes to move forward to achieve your goals.

3. The Role of Principals of SMP Negeri 1 and SMP Negeri 7 Kota Medan in the Evaluation of Entrepreneurship Development.

The principal conducts an evaluation, it is strongly influenced by the personality or character of each school principal concerned. In SMP Negeri 1 and SMP Negeri 7 Kota Medan, the evaluation of entrepreneurship development is relatively simple. In the evaluation of all entrepreneurship development programs to advance schools, it is carried out through regular and incidental evaluations or programmed and temporally.

Routine evaluations are carried out periodically and incidental evaluations are carried out in accordance with the situation and conditions. The implementation of all that is related can remind each other of the truth with patience, there are no vertical or horizontal boundaries, which are essential for further good.

Departing from research findings and discussion of the role of school principals in terms of planning, implementation, and evaluation in entrepreneurship development, in theory the involvement of school principals is absolutely necessary. The principal is the manager, in education management there are 4 functions, namely: (1) planning, (2) organizing, (3) directing or mobilizing, and (4)

controlling and / or supervising. The four functions of educational management are commonly referred to as POAC (planning, organizing, actuating, and controlling). Therefore, it is appropriate that the principals of SMP Negeri 1 and SMP Negeri 7 Kota Medan as managers also play a role in planning, implementation, and evaluation, including entrepreneurial development. Principals as administrators, as managers, and as educational supervisors need to be equipped with managerial skills. Managerial skills, namely conceptual skills, human relations skills, and technical skills (Wahyudi, 2009. p.64).

CONCLUSION

Entrepreneurship in the context of the principal's entrepreneurial competence that is taken is its characteristics / characteristics such as innovative, hard work, strong motivation, never giving up, always looking for the best solution, and having entrepreneurial instincts, not commercializing schools and not profit-oriented. All of these characteristics are beneficial for the role of the principal, in developing schools and improving school quality. To achieve school success, carry out basic duties and functions as a leader, face school obstacles, and manage school activities as a source of student learning at SMP Negeri 1 and SMP Negeri 7 Medan, North Sumatra.

The leadership of the principal is a determining factor in improving the quality of education. Among them are the leadership of the principal in carrying out its roles and functions as; educators, managers, administrators, supervisors, leaders, innovators, motivators, to improve the quality of education to support the school climate and entrepreneurial spirit. In realizing the school climate and entrepreneurial spirit, the principal came up with ideas about entrepreneurship development, then discussed it with all teachers and education staff to get an agreement. After the entrepreneurship development formula is agreed upon, all of them are committed to implementing it as well as possible. In this study, it was found that the principal's ability to apply strategic management was still weak in realizing an optimal school climate and entrepreneurial spirit.

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